LIVING TOGETHER

515 Sponging children with warm water is now often replaced by two or three cold baths per week; the frequency being more among the Brahmins and Komtis and less among the Muslims and the
861 untouchables. The elders practise considerable deception in their dealings with the children. Efforts at disciplining them tend to be rather erratic; and extremes of affection and strictures are by no means uncommon. Jealousies between siblings may be induced by members of the family who take delight in watching the irritation, anger and aggressiveness of little children. Tantrums during this stage are frequent. The methods commonly employed to pacify the child are: distracting it by making funny noises, rocking it in a cradle, offering it food or milk, scolding it loudly, threatening it, and finally boxing its ears and spanking it.

855 Later childhood begins at about five and continues until the advent of adolescence. At this stage the children form their own
[857] play-groups; spending several hours of the day in their respective age-groups. Now they are free to play in the streets and the open
• [866] ground outside the village. Maternal attention is now considerably reduced; the elders keep an eye on them, but apart from this they have considerable freedom. As they grow older solicitation of affectionate responses through handling, play and fondling gradu-
[863] ally diminishes. Toilet training becomes strict, and the child is expected to have full control over defecation and urination. Cleanliness is insisted upon, and any failure on his part in this respect arouses anger in the elders. The erring child is ridiculed,
[864] chastised and punished. Now they must wear clothes and begin to learn to hide their genitals. If the elders find their organs exposed they point to them and ask, '*Arre*, what is that? Why are you exhibiting that little thing?' Children often develop a sense of shame at this stage, blush at such remarks, hide their organs and
861 run away from the elders. Discipline becomes more rigorous and physical punishment is more frequent. Rewards for good behaviour include praise, partiality and favoured treatment on the part of the parents, larger share of food and small gifts of money. Punishments, on the other hand, include rebukes and threats, ridicule, threats to report the matter to the father, spanking and occasionally denial of food or playing things or even locking up in a solitary room. Considerable dishonesty is practised by elders in their dealings with children, which is often detected by the latter and angers them all the more.